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### ABSTRACT

A modified Valett Profile for the Stanford-Binet (L-M) was presented. Teachers are not overly impressed with test reports. A clinical profile that lends itself to rapid visualization may help. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett. (Author)

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## THE VALETT STANFORD-BINET L-M PROFILE FOR TEACHERS

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### **Abstract**

A modified Valett Profile for the Stanford-Binet (L-M) was presented. Teachers are not overly impressed with test reports. A clinical profile that lends itself to rapid visualization may help. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett.

Teachers are not overly impressed with test reports which are too short or too long, too concrete or too abstract, too parsimonious or too complex, ad infinitum. A clinical profile that lends itself to rapid visualization may help to alleviate some of the problem. Therein the psychological background can be related to the educational foreground. Terman and Merrill (1960) did not specifically develop such a profile. Valett (1963-64) did. He listed test-construct categories and their item levels. This procedure though questionable from the standpoint of science and psychology, can be very useful from the standpoint of art and education. The profile presented herein is a re-arranged, modified, and elaborated Valett profile (1963-64) which theoretically can be helpful to a teacher in programming a child. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett (1963-64) for the Stanford Binet L-M. This could enhance the teaching-learning interaction. This profile is recommended to school psychologists, counselors, and teachers.

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- Terman, L. M., and Merrill, Maud A. Stanford-Binet Intelligence Scale.

  Boston: Houghton Mifflin, 1960. Newly normed in 1973.
- Valett, R. E. A clinical profile for the Stanford-Binet. <u>Journal of School</u>

  <u>Psychology</u>, 1963-64, 2, 49-54. Copyright, 1965. Consulting Psychologists Press, Palo Alto, California



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C.A. means Chronological Age, i.e., actual age or life age, in years and ronths; M.A. means Vental Age, i.e., developmental age, in years and months; I.O. means Intellimence Ouctiont, e.g., MA/CA x 100. Basal means the year or half-year level where all aubtests are necessive subtests are assumed massed below

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Journal of School Paychology, 1963-64, 2. 49-54. Adamted from: Valeit, Pohert E.

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## INDIVIDUAL PROFILE

## STANFORD BINET L-M

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or life age, in years and months ; M.A. means Mental Age, i.e., developmental age, in years and months; I.Q. means Intelligence Quotient, e.g., MA/CA x 100. C.A. means Chronological Age, i.e., actual age

Maximal means the year or half-year level where all subtests are failed; subtests are assumed failed Basal means the year of half-year level where all subtests are passed; subtests are assumed based below basal. above maximal. Straight vertical lines are drawn through the basal and maximal levels. Subtests with a check (V) superimposed on them were passed. Unly the subtests above the basal and below the maximal are so indicated. Subtests above the basal and below the maximal that are not checked have been failed. "A" subtests are alternates and are not usually administered.

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Journal of School Psychology, 1963-64, 2, 49-54. Adapted from: Valett, Robert E.